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ABSTRACT

During the 1992-1993 school year, vocational/occupational education in Hawaii took place primarily at 39 secondary schools, 7 community colleges, and the Employment Training Center. Training was provided in the following generic skill areas: agriculture/aquaculture, business, construction, electrical/electronic, technical/graphic, mechanical, and personal/public service. Integrated efforts have been stressed in such areas as academic-vocational, school-work, and secondary-postsecondary. Efforts were also made to meet the mandates stipulated in the 1990 Perkins Act. Included among these efforts were the following: curriculum upgrading, inservice training for vocational and academic instructors, guidance and counseling, remedial instruction, tech prep, supplementary services for special populations (including single parents, displaced homemakers, single pregnant women, criminal offenders in corrections institutions, women, racial minority group members, disabled persons, and individuals with limited English proficiency). Program evaluation, research dissemination, and coordination activities were also conducted to meet Perkins Act mandates. Respondents to the 1993-94 Employer Satisfaction Survey were generally positive regarding Hawaii's vocational education programs/activities. Employers' greatest concerns were for basic skills competencies required for employment in semiskilled positions. Some employers called for programs in Hawaiiana, conversational Japanese, and hospitality industry awareness skills. (Fourteen tables/charts are included. Appended is a statistical summary of Hawaii's postsecondary vocational enrollments as of fall 1992. Secondary data were unable to be summarized in this format and thus are included in the text.) (MN)

ED 365 800

December, 1993

HAWAII ANNUAL PERFORMANCE REPORT FOR VOCATIONAL EDUCATION: 1992 - 1993

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For the Vocational Education State-Administered Program
Under the Carl D. Perkins Vocational and
Applied Technology Education Act

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STATE BOARD FOR VOCATIONAL EDUCATION

CE 065 406

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Hawaii Annual Performance Report for Vocational Education: 1992-93

For the Vocational Education State-Administered Program
Under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990

December 1993

Office of the State Director for Vocational Education
State Board for Vocational Education
University of Hawaii, Sinclair Annex 1
1633 Bachman Place
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* The graphic on the cover was inspired by a similar planning/evaluation review loop developed by Ron Castaldi of the U.S.D.O.E.

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Foreword

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, PL 101-392, presented numerous new challenges and opportunities for the State Board for Vocational Education. Section 235(a) of the Act stipulates three requirements on the use of Perkins basic grant funds: (1) program improvement; (2) full participation of individuals who are members of special populations; and (3) use of funds at a limited number of sites or in a limited number of program areas. Furthermore, Section 235(b) of the Act requires that priority for assistance be given to sites or programs that serve the highest concentration of special populations. Section 235(c) further stipulates that funds may only be used to fund vocational education projects that are of sufficient size, scope, and quality to be effective. These projects must integrate academic and vocational education through a coherent sequence of courses designed to achieve academic and technical competencies. These projects must provide equitable participation for special populations.

In addition to the basic grant, Titles II and III of the Act provide funds for state leadership activities, equity programs, programs for criminal offenders, consumer and homemaking, community-based organizations, and Tech Prep programs. Title I mandates each state to establish a Committee of Practitioners to develop a statewide system of core standards and measures of performance for secondary, post-secondary, and adult vocational education programs. These standards and measures had to be approved by the State Board for Vocational Education and implemented within the State by September 1992. The effectiveness of programs funded under this Act will be based on these core measures and standards.

This report is authorized in fulfillment of the use of funds from the Perkins Act. The report covers the twelve month program year from July 1, 1992 through June 30, 1993.

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Introduction

The federal assistance act also requires that each state participating in the federal program prepare an Annual Performance Report. This document fulfills that requirement. The staff of the U.S.D.O.E. have indicated they would like the states to continue to provide annual reports regarding their progress in vocational education. They use such reports to respond to queries from Congress. This is also consistent with Section 117 of the Law.

Some states with sophisticated data retrieval and aggregation capabilities have chosen to meet the reporting requirements by submitting statistical abstracts or summaries. Hawaii is also in the process of developing a first class mechanism for extracting and analyzing demographic and student data. Particular progress has been made in this area at the post-secondary level. However, in 1993 we still have some deficiencies. As a consequence we are not able to produce all of the cross tabulations deemed useful.

Nevertheless, we have sought to compensate in some way by providing additional narrative material and in doing so making the document more "user friendly." In Hawaii we would like the Annual Performance Report to be used not only by those ensconced in the administrative infrastructure of education but the lay public as well.

Accountability has increasingly become one of the most prominent developments that is being emphasized by the public throughout our nation. The increased demand for accountability reflects the rising expectations of our society and individuals for quality education and increased economic productivity. Hence, vocational/occupational education is also being challenged to further improve its programs by becoming more accountable to the federal government and the people of our State.

Accountability should be viewed as a useful tool to improve the effectiveness of managing the programs. This document is a measure of self-assessment and includes what we have accomplished in relation to meeting the objectives and requirements as set forth in Hawaii's Multi-Year State Plan for Vocational Education. While these documents are to be used to provide information to Congress, they have also been reviewed by federal program auditors.

The benefits of defining goals, assessing the progress of attaining the goals, and making the results available to the community will only serve to increase the public's confidence in Hawaii's vocational/occupational education programs.

Section 1.0

General Considerations

1.1 State Programs and Priorities

Vocational/occupational education in Hawaii has many objectives and purposes. However, the chief priority, from the State's point of view, was and still is to train skilled technicians to meet the recurrent employment needs of established economic enterprises and the new needs of emerging occupations. We seek to be economically competitive nationally and in the international arena as well. Vocational/occupational education in Hawaii also shares the objectives entailed in the present federal assistance legislation. Emphasis, as required by law, is placed on the needs of "special populations" and on improvement of programs offered to all students on an equal footing.

Vocational/occupational education in Hawaii takes place primarily at the 39 secondary schools, 7 community colleges, and the Employment Training Center.

Instruction takes place in the following generic skill areas:

(1) agriculture/aquaculture
(2) business
(3) construction
(4) electrical/electronic
(7) technical/graphic
(8) mechanical
(9) personal/public service

Besides providing vocational/occupational education for immediate employment for some students, the secondary schools prepare students for advanced training at post-secondary institutions, and permit vocational/occupational exploration. High schools also provide consumer and homemaking programs for students. Post-secondary schools have been able to place many graduates at levels above those traditionally associated with job entry. They also have brought many students up to the competence levels necessary in basic skills for successful completion of a technical training program. The community colleges provide most of the "related instruction" for apprenticeship programs.

A major theme of vocational/occupational education in Hawaii has been integration. Integrated efforts have been stressed in areas such as: "Academic-vocational", "school/work" and "secondary/post-secondary."

1.2 Federal Priorities - Special Populations and Program Improvement

As will be demonstrated subsequently in this document, the State of Hawaii has pursued the national objectives spelled out in the Carl Perkins Act of 1990.

With regards to Title II, funds allotted under the Basic Grant were spent in the manner prescribed by law:

State Programs and State Leadership Activities
Secondary School Vocational Education Programs
Secondary and Adult Vocational Education Programs
Single Parents/Displaced Homemakers Programs
Sex Equity Programs
Programs for Criminal Offenders

Under Title III, monies were expended for purposes consistent with funding for consumer and homemaking at the secondary level. The function of coordinating consumer and homemakers at the state level resides in a position that has no shared responsibilities. The State continued to fund counseling and guidance at levels equal to or greater than those expended in the year before the passage of PL 101-392. A substantial effort was made in Part E of Title III in the area of "Tech Prep."

The curriculum development efforts being made at the secondary level are designed to make the course work in most basic and academic subjects more applied in nature. Efforts to integrate academic instruction with vocational/occupational instruction also receive high priority.

1.3 The Critical Role of Federal Assistance

We are all aware that advances in technology have been greatly accelerated in the last several decades. Technicians must be trained on modern equipment. The sophistication of equipment has increased in areas as electronics repair and manufacture respiratory therapy. People trained on obsolete equipment or by instructors who have not been availed of in-service upgrading are in no position to enter the world of contemporary industry.

While most of the funding for vocational/occupational comes from State funds (in Hawaii no "local" funds are involved), the ability to keep training programs relevant rests to a great extent on the margin provided by the federal assistance act. Clearly, vocational/occupational education is more expensive and

subject to significant changes in curriculum content than general education. Without federal financial assistance, it is less likely that there would be new programs in emerging and high technology areas. The existing programs, which need continued renewal because of advances in technology, would become increasingly less relevant.

1.4 Outcomes

1.4.1 Employer Satisfaction

One of the best ways to determine how well our vocational education programs are performing, is by obtaining feedback for the consumers of our school's vocational education products. One of the largest beneficiaries and/or consumers of our production endeavors are the employers in our business and industrial communities. At frequent intervals, the Office of the State Director for Vocational Education has conducted a survey of businesses throughout the State to ascertain the level of satisfaction of those employers with the level and content of vocational training offered by our public schools and community colleges.

In 1990, 36 large employers were interviewed in depth regarding their satisfaction with the job that the public schools and colleges were doing in providing vocational preparation.* Their general reactions were positive. While they continued to be critical of some aspects of basic skills instruction. the great majority gave the public institutions high marks in the area of vocational/occupational preparation.

Employers were asked if former students who had enrolled in a vocational education program made better employees than those who had no such training. For those hired with only a high school degree, 75 percent replied in the affirmative. They expressed the view that vocational/occupational education graduates, as opposed to those with an equivalent number of years of schooling that involved only general education subjects, were superior employees.

Employers hiring applicants with a community college background agreed. Eighty-six percent of the firms felt that a vocational/occupational

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* Source: Employer's Survey 1990: An Update. Honolulu; OSDVE, 1990.

education background provide a superior and sometimes essential preparation for the generic skill area for which they were hiring.

A new employers' satisfaction survey was initiated in 1993. It will be completed in early 1994. Unlike earlier surveys which made use of samples stratified by organization size, this effort is being directed at the state's leading industry, which is tourism. The respondents were selected from the hotel industry (from the largest properties to the more modest), food service providers, tour services, theme parks, and other tourist related enterprises.

The information gathering technique used in this as in previous surveys of this type, involved "intensive, open-ended" interviews. At the conclusion of November when input for the Annual Performance Report needed to be provided, approximately two thirds of the planned interviews had been conducted. As a consequence no quantifiable information or definitive results can be reported at this time. However, as the data and information are aggregated, as they are collected, some tentative observations can be made.

Tourism essentially involves service occupations. Many service occupations in the tourist area do not require intensive skill training. The compensation also does not compare favorably with that found in manufacturing or construction related activities. A position in manufacturing usually generates three or more related employment opportunities in the economy. The same can not be said for service oriented jobs.

Respondents in the 1993 - 94 Employer Satisfaction Survey report that their greatest concerns are for basic skills competencies among applicants seeking employment in semi-skilled positions; such occupations include hotel housekeepers, shop clerks, and food servers. In the skilled areas such as secretarial, accounting, word processing, and food preparation, employers have thus far been inclined to give the schools and colleges high marks. New and/or intensified programs in Hawaiiana, conversational Japanese, and "hospitality industry awareness" skills are suggested.

All persons employed in publicly visible positions in the tourist industry, are presumed by tourists, to be knowledgeable about Hawaii and Hawaiian culture (Hawaiiana). Employers expect all employees to act

as surrogate tour guides if necessary. To provide necessary information to visitors the employers are also expected to be verbally "articulate."

Because of the heavy influx of visitors from the Orient, many tourist related occupations require conversational Japanese and an understanding of oriental cultural.

However, one thing that employees want the schools and colleges to teach, which they apparently do not at present," is "hospitality/industry sensitivity." To provide good service is not to place yourself in a position of servitude. It is simply to reflect the attitude of a polished host or hostess. The employers are not sure how this is to be taught.

In the area of attitudes, the traditional values of "honesty," "dependability," and "pride" persist in the tourist industry. As in previous research on secretarial occupations in Hawaii, "discretion and confidentiality" are exceptionally prized virtues. On the whole the schools and colleges are given credit for helping to foster these attributes.

Few if any problems have been reported in accommodating "local cultural values" and the "expectations regarding the traits of the mature worker." Positive attitudes about the workplace are believed to be fostered by part-time employment during the years of academic training and career preparation. The development of such desirable attributes are also perceived to be a function of natural maturation. Such personality traits are not believed to be easily addressed in the schools' formal curriculum. It's hard to teach "maturity."

In Hawaii we are faced with something of a dilemma. One of the traditional admonitions of vocational education is not to train people for jobs that do not exist. However, should we concentrate on training people for the semi-skilled, low paying positions <u>that do exist</u> or do we prepare highly skilled artisans for high paying positions for which there is very little demand at present? If we don't train people in sophisticated technologies, how will Hawaii ever attract industries in these areas?

Hawaii has one of the highest, if not the highest, costs-of-living in the United States. Reliance on an economy based on low-paying, tourist based, and service oriented occupations would seem unwise. Improved liaison with the existing industrial infrastructure and potential investors in this state will be necessary in the planning for <u>high skill occupational training programs</u>. <u>Basic education</u>, particularly for "at risk" and "special

populations" needs to be intensified. Mastery of fundamental competencies will be necessary for even unskilled or semi-skilled positions in the tourist industry (e.g. bellperson, busperson, and housekeeper).

Skilled areas that exist in the hospitality industry such as secretarial, accounting, and food preparation need to be given as much or greater attention. And, all those, who deal with the public, in the states predominant industry, tourism, need to be knowledgeable about Hawaiiana, functional in conversational Japanese, and have hospitality sensitivity.

1.4.2 Student Satisfaction

A second relevant criterion involves the satisfaction of students with the vocational education experience they received. In 1989, 125 seniors were asked to fill out surveys regarding their plans and aspirations. Fifty-eight percent said their career plans were directly related to the vocational/occupational courses they were taking. A follow-up was mailed to them four months later.

Of primary interest was the self-perceptions of the graduates relative towards their progress in achieving their career goals. The participants were overwhelmingly positive. Eighty percent said they felt they were making "good progress."*

After four months, most students were employed full-time or part-time and a good number were using their technical skills acquired in high school in their work. The overwhelming majority were attending some type of post-secondary institution, and four in five graduates thought their careers were on track.

The students were surveyed a second time one year after high school graduation. By the second follow-up, 67 percent of the participating population were employed either part-time or full-time. This was virtually identical to the percentages generated in the first follow-up. Nearly half of the second follow-up respondents found their employment either "somewhat" or "a good deal" related to the occupational training they had received in high school. All employment

* Source: Student Satisfaction: A Preliminary and Partial Inquiry. Honolulu; OSDVE, 1990.

involved some skills level and the good work habits that are usually learned in vocational/occupational education.

The great majority of students were continuing their education at the post-secondary level. This was similar to the pattern or response at the outset of the year. At year's end, 65 percent were attending full-time and 8 percent were attending part-time.

About two-thirds of the respondents in the second follow-up said their education was in some way related to their technical training. A plurality, 35 percent, were attending a community/junior college. Thirty percent were attending a four-year college and 10 percent were enrolled in a private technical school.

The most critical criterion was the question dealing with the respondents' perception of whether they were making progress towards their long-term career goals. Eighty-six percent claimed they were. This was up from 80 percent in the fall.

In conclusion, former vocational/occupational students had high aspirations. Many found full-time or part-time jobs where their technical training was of use. The great majority were continuing their education and the overwhelming majority felt they were making good progress towards their career goals.

A new study of student satisfaction among secondary school graduates is scheduled for 1994.

Section 2.0

Narrative Summary/Secondary:

Federal Priorities

2.1 Performance Standards and Core Measures

- Description of the progress made in developing, articulating, and implementing the Statewide system of performance standards and core measures for secondary, post-secondary and adult levels.

  In accordance with P.L. 101-392, the Carl D. Perkins Vocational and Applied Technology Act of 1990, section 115, the Office of the State Director for Vocational Education formed a Committee of Practitioners to develop a Core of Standards and Measures of Performance. All constituencies as prescribed by law were given appropriate representation. The five standards and measures of performance were approved by the United States Department of Education (U.S.D.O.E.) and implemented in September 1992 for school year 1992-93 and the data collected are reflected on Core of Standards and Measures.

- Discussion of the coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education (JTPA, JOBS, etc.).

  The Superintendent of the Department of Education is a member of the Hawaii Job Training and Coordinating Council and works with the Department of Labor in coordinating interagency projects. The DOE is also represented on the Vocational Education Coordinating Council and the Inter-Agency Coordinating Committee for Vocational Education.

- Description of the contribution of the Committee of Practitioners to the development of the Statewide system of performance standards and core measures.

  The performance standards and core measures were developed entirely by the Committee of Practitioners with input from all members of the school community.

- Description of the performance standards and core measures developed and used to assess vocational-technical education students' progress (e.g., retention in school, competency attainment, etc.), and the impact this has made on these programs.

  The five core standards and measures developed for the State of Hawaii provided herein. Since this is the first year of data collection, we are in the

evaluation period and impact of the longitudinal data will be shared at a later date.

- Documentation of the percentage of LEAs that implemented the Statewide system of performance standards.

  Due to the fact that the Department of Education is the sole LEA with the absence of any vocational school or intermediate educational agency, the documentation of the percentage of LEAs is not applicable.

Chart 1

Core of Standards and Measures
Hawaii State Department of Education

Criterion	Measure of Performance	Agency/Individual Responsible
1. Measures of learning competency gains, including student progress in the achievement of basic and more advance skills. Section 115(b)(1)	At least 75% of vocational education students will pass the State mandated HDYRV test by the completion of their senior year.	DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."
2. Measures of performance in competency attainment. Section 115(b)(2)(A)	At least 80% of students enrolled in vocational education courses will complete their course work as measured by instructor's semester assessments.	DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."
3. Measures of job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared. Section 115(b)(2)(B)	At least 50% of the students who inform counselors of their desire to obtain employment on graduation will obtain a relevant and meaningful job.	DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."
4. Measures of performance in the area of retention in school or completion of secondary school of its equivalent. Section 115(b)(2)(C)	At least 75% of the vocational education students will achieve a high school diploma or its equivalent prior to their 18th birthday.	DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."
5. Measures of performance in the areas of placement into additional training or education, military service, or employment. Section 115(b)(2)(D)	At least 45% of the vocational education students monitored will be involved in some form of post-secondary training on graduation from high school or enter the military.	DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Table 1

CORE OF STANDARDS AND MEASURES: SECONDARY
1992-93: STATE SUMMARY

Criterion	Measure of Performance	1992-93 Data
(115,(b), (1)). Measures of learning competency gains, inlcuding student progress in the achievement of basic and more advanced skills.	At least 75% of the vocational education students will pass the State mandated HSTEC test by the completion of their senior year.	Number of vocational education students (sophomores, juniors, seniors) 8,084 Number of vocational educatioin students passing HSTEC 5,990 Percentage of vocational education students passing HSTC 74%
(115, (b), (2), (A)). Measures of performance in competency attainment.	At least 80% of students enrolled in vocational education courseds will complete their course work as measured by instructor's semester assessments.	SEM 1 / SEM 2 Number of vocational education students surveyed 8,120 / 8,187 Number of vocational education students passing 7,073 / 6,926 Percentage of vocational education students passing 87% / 85%
(115, (b), (2), (B)). Measures of job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain emploument in the field for which the student has been prepared.	At least 50% of the students who inform counselors of their desire to obtain employment on graduation will obtain a relevant and meaningful job.	Number of students requesting counseling for employment 1,033 Number of students employed upon graduation 1,117 Percentage of students employed upon graduation 108%
(115, (b), (2), (C)). Measures of performance in the area of retention in school or completion of secondary school or its equvalent.	At least 75% of the vocational education students will achieve a high school diploma or its equivalent prior to their 18th birthday.	Number of vocational education students in senior year 3,123 Number of vocational education students graduating 3,045 Percentage of vocational education students graduating 98%
(115, (b), (2), (D)). Measures of performance in the areas of placement into additional training or education, military service, or employment.	At least 45% of the vocational education students monitored will be involved in some form of post-secondary training on graduatioin from high school or enter the military.	Number of students responding to follow-up survey 1,229 Number of respondents who are in military or some form of post-secondary education 754 Percentage of students who are in military or some form of post-secondary education 61%

Participation: 35 schools

Non-Participation: 4 schools

Table 2

Honolulu Administrative District Summary

I. Number of vocational education students	1,619
Number of vocational education students passing HSTEC	1,272
Percentage of vocational education students passing HSTEC	78%
II. Number of vocational education students in Semester 1	1,340
Number of vocational education students passing Semester 1	1,243
Percentage of vocational education students passing Semester 1	93%
Number of vocational education students in Semester 2	1,472
Number of vocational education students passing Semester 2	1,297
Percentage of vocational education students passing Semester 2	88%
III. Number of students requesting counseling for employment after high school	233
Number of students employed upon graduation	217
Percentage of students employed upon graduation	93%
IV. Number of vocational education students in senior year	766
Number of vocational education students graduating	725
Percentage of vocational education students graduating	95%
V. Number of vocational education students chosen for graduate follow-up	527
Number of responses to follow-up study	701
Number of responding students who are in the military or some form of post-secondary training	202
Percentage of responding students who are in the military or some form of post-secondary training	29%

Participation: 6 (Farrington, Kaimuki, Kaiser, Kalani, McKinley, Roosevelt)
Non-Participation: 0

Table 3

Central Administrative District Summary

I. Number of vocational education students	897
Number of vocational education students passing HSTEC	610
Percentage of vocational education students passing HSTEC	68%
II. Number of vocational education students in Semester 1	877
Number of vocational education students passing Semester 1	783
Percentage of vocational education students passing Semester 1	89%
Number of vocational education students in Semester 2	850
Number of vocational education students passing Semester 2	754
Percentage of vocational education students passing Semester 2	89%
III. Number of students requesting counseling for employment after high school	100
Number of students employed upon graduation	118
Percentage of students employed upon graduation	188%
IV. Number of vocational education students in senior year	375
Number of vocational education students graduating	374
Percentage of vocational education students graduating	99%
V. Number of vocational education students chosen for graduate follow-up	117
Number of responses to follow-up study	79
Number of responding students who are in the military or some form of post-secondary training	144
Percentage of responding students who are in the military or some form of post-secondary training	182%

Participation: 4 (Aiea, Leilehua, Radford, Waialua)
Non-Participation: 2 (Mililani, Moanalua)

Table 4

Leeward Administrative District Summary

I.	Number of vocational education students	1,598
	Number of vocational education students passing HSTEC	1,102
	Percentage of vocational education students passing HSTEC	69%
II.	Number of vocational education students in Semester 1	1,639
	Number of vocational education students passing Semester 1	1,356
	Percentage of vocational education students passing Semester 1	83%
	Number of vocational education students in Semester 2	1,586
	Number of vocational education students passing Semester 2	1,282
	Percentage of vocational education students passing Semester 2	81%
III.	Number of students requesting counseling for employment after high school	195
	Number of students employed upon graduation	198
	Percentage of students employed upon graduation	102%
IV.	Number of vocational education students in senior year	533
	Number of vocational education students graduating	523
	Percentage of vocational education students graduating	98%
V.	Number of vocational education students chosen for graduate follow-up	48
	Number of responses to follow-up study	47
	Number of responding students who are in the military or some form of post-secondary training	44
	Percentage of responding students who are in the military or some form of post-secondary training	94%

Participation: 5 (Campbell, Nanakuli, Pearl City, Waianae, Waipahu)
Non-Participation: 0

Table 5

Windward Administrative District Summary

I. Number of vocational education students	1,131
Number of vocational education students passing HSTEC	834
Percentage of vocational education students passing HSTEC	74%
II. Number of vocational education students in Semester 1	1,416
Number of vocational education students passing Semester 1	1,015
Percentage of vocational education students passing Semester 1	72%
Number of vocational education students in Semester 2	1,382
Number of vocational education students passing Semester 2	950
Percentage of vocational education students passing Semester 2	69%
III. Number of students requesting counseling for employment after high school	144
Number of students employed upon graduation	213
Percentage of students employed upon graduation	148%
IV. Number of vocational education students in senior year	426
Number of vocational education students graduating	415
Percentage of vocational education students graduating	97%
V. Number of vocational education students chosen for graduate follow-up	16
Number of responses to follow-up study	13
Number of responding students who are in the military or some form of post-secondary training	61
Percentage of responding students who are in the military or some form of post-secondary training	45%

Participation: 4 (Castle, Kahuku, Kailua, Kalaheo)
Non-Participation: 1 (Olomana)

Table 6

Hawaii Administrative District Summary

I.	Number of vocational education students	1,269
	Number of vocational education students passing HSTEC	945
	Percentage of vocational education students passing HSTEC	75%
II.	Number of vocational education students in Semester 1	1,297
	Number of vocational education students passing Semester 1	1,231
	Percentage of vocational education students passing Semester 1	95%
	Number of vocational education students in Semester 2	1,272
	Number of vocational education students passing Semester 2	1,188
	Percentage of vocational education students passing Semester 2	93%
III.	Number of students requesting counseling for employment after high school	133
	Number of students employed upon graduation	128
	Percentage of students employed upon graduation	96%
IV.	Number of vocational education students in senior year	366
	Number of vocational education students graduating	355
	Percentage of vocational education students graduating	97%
V.	Number of vocational education students chosen for graduate follow-up	243
	Number of responses to follow-up study	224
	Number of responding students who are in the military or some form of post-secondary training	215
	Percentage of responding students who are in the military or some form of post-secondary training	96%

Participation: 7 (Hilo, Honokaa, Ka'u, Kohala, Konawaena, Laupahoehoe, Pahoa)
Non-Participation: 1 (Waiakea)

Table 7

Maui Administrative District Summary

I. Number of vocational education students	864
Number of vocational education students passing HSTEC	758
Percentage of vocational education students passing HSTEC	88%
II. Number of vocational education students in Semester 1	858
Number of vocational education students passing Semester 1	814
Percentage of vocational education students passing Semester 1	95%
Number of vocational education students in Semester 2	924
Number of vocational education students passing Semester 2	884
Percentage of vocational education students passing Semester 2	96%
III. Number of students requesting counseling for employment after high school	142
Number of students employed upon graduation	117
Percentage of students employed upon graduation	82%
IV. Number of vocational education students in senior year	377
Number of vocational education students graduating	375
Percentage of vocational education students graduating	99%
V. Number of vocational education students chosen for graduate follow-up	37
Number of responses to follow-up study	54
Number of responding students who are in the military or some form of post-secondary training	36
Percentage of responding students who are in the military or some form of post-secondary training	66%

Participation: 6 (Baldwin, Hana, Lahainaluna, Maui, Molokai)
Non-Participation: 0

Table 8

Kauai Administrative District Summary

I. Number of vocational education students	706
Number of vocational education students passing HSTEC	469
Percentage of vocational education students passing HSTEC	66%
II. Number of vocational education students in Semester 1	693
Number of vocational education students passing Semester 1	631
Percentage of vocational education students passing Semester 1	91%
Number of vocational education students in Semester 2	701
Number of vocational education students passing Semester 2	571
Percentage of vocational education students passing Semester 2	81%
III. Number of students requesting counseling for employment after high school	86
Number of students employed upon graduation	126
Percentage of students employed upon graduation	147%
IV. Number of vocational education students in senior year	280
Number of vocational education students graduating	278
Percentage of vocational education students graduating	99%
V. Number of vocational education students chosen for graduate follow-up	111
Number of responses to follow-up study	111
Number of responding students who are in the military or some form of post-secondary training	52
Percentage of responding students who are in the military or some form of post-secondary training	47%

Participation: 3 (Kapaa, Kauai, Waimea)
Non-Participation: 0

2.2 Secondary Programs, Services and Activities

- Number of students served.

  See attachment Secondary Enrollment in Vocational-Technical Education Programs, SY 92-93.

- Types of secondary institutions conducting programs.

  All 39 high schools in the statewide Department of Education offer comprehensive vocational education.

- Description of programs, services and activities per Section 235 of the Law.

  Upgrading of curriculum: Workshops were conducted to provide teachers with updated curricula which include interdisciplinary delivery approaches in the infusion of basic academic core content with vocational content. A new course, Agriscience, was developed and pilot tested during the school year. This course offers equivalency options for credit in agriculture or science.

  Equipment, instructional aids: Equipment for supplemental program improvement activities to enhance classroom instruction through the use of technology appropriate equipment were purchased by the 30 schools qualifying for federal assistance. Equipment included computers/peripherals and diagnostic programs to provide supplementary learning experiences that integrate basic academic skills instruction through applied technology.

  Inservice training for vocational and academic instructors: Workshops were held on a statewide basis to provide direction in the planning, development, and evaluation of vocational-technical programs. Workshops on implementation strategies for the integration of academic and vocational education were also provided.

  Guidance and Counseling: Sex equity, job placement, assessment, evaluation, transition, and other career guidance related activities were provided to students.

  Remedial courses: Part-time temporary (PTT) basic skills instructors assisted vocational education students with basic skills remediation in the vocational classroom site as opposed to pull-out.

  Adaptation of Equipment: Where necessary, adaptation of equipment was implemented.

Tech-Prep Programs: An Island-wide inservice workshop involving four administrative districts provided an opportunity for schools to review language arts integration materials for implementation to improve vocational education programs.

Supplementary services: Services for special populations included curriculum materials and PTT basic skills instructors. Special training sessions were conducted to provide PTT basic skills instructors with appropriate preparation on the needs and learning styles of special population students, negative behavior intervention strategies, and effective teaching techniques.

- Exemplary programs identified through various institutional and professional organization award programs included the following:

Hawaii Vocational Association:

Outstanding Agriculture Program, Honokaa High School

Criterion: Innovations, Partnerships

NASSP Blue Ribbon School, 1993:

Agriculture Learning Center, Leilehua High School

Criterion: Diversity of learning experiences

National Vocational Agriculture Teachers' Association:

1993 Western Regional Teacher of the Year: Theodore Kawamura

Lahainaluna High School Agriculture Learning Center

Criteria: Partnerships, Program Making, Innovations, Sustained Student Successes

Kohala High School TEC 2000

The vocational education department developed the Technology Education Center (TEC) computer laboratory to provide special populations students with personalized support with the use of technical software programs to develop basic academic skills. The lab staff also volunteered two evenings a week to help all students with study skills.

Table 9

Secondary Enrollment in Vocational-Technical Education Programs
SY 92-93
Duplicated Counts

Occupational Program Area	Total Enrollment
Agriculture	1,820
Business, Office, and Marketing	6,842
Consumer/Homemaking	8,306
Occupational Home Economics (Health)	1,865
Trades and Industry	3,011
Grand Total	21,844*

Table 10

Counts by Special Populations Groups
SY 92-93
Duplicated Counts

Population	N
Regular:	18,814
Disadvantaged:	931
Limited English:	772
Disabled:	1,305
Corrections:	22
Grand Total:	21,844

2.3 Single Parents, Displaced Homemakers and Single Pregnant Women Program

- Total number of single parents and single pregnant women served at the secondary level.

  Demographics of the pregnant and parenting teen population served at the secondary level are found in the Table 11.

- Description of services provided in single parents and single pregnant women.

  Funding was provided to expand the pregnant and parenting teen program from five sites to twelve sites for SY 1992-93. The grant provided the opportunity to: 1) expand the number of sites for infant and toddler child care services while the parenting teens attended school, 2) implement inservice training for school personnel involved with the pregnant and parenting teen programs, and 3) provide case managers at schools with large pregnant/parenting teen enrollments to assist with the academic, career, and vocational needs.

- Description of special delivery methods that are unique and/or effective. What services seem to be the most needed by single parents and single pregnant women.

  Hawaii participated in the National Diffusion Network program, Graduation, Reality, and Dual-Role Skills (GRADS), which is used as the primary curriculum for the pregnant and parenting teens. The objectives of this program were to enable students to graduate from high school, and to implement effective health care practices, child development, parenting skills, and goal setting in preparation for work and family.

  Positive results of three years of the pregnant and parenting teen program resulted in decreasing the average absentee rate from 41.0 days in SY 1990-91 to 35.2 days in SY 1992-93.

  During SY 1992-93, there were twenty-five pregnant and parenting teen programs statewide with services provided to 992 students. The Department of Education's Pregnant and Parenting Students Policy, Regulations, and General Rule were revised to reflect current needs of these students. In addition, the 1993 State Legislature provided twenty-one full-time positions to be allocated to the high schools to assist in the implementation of this program.

The 1993 statewide conference provided an opportunity for teachers to expand their experiences in working with case management, health care management of the pregnant and parenting teens, legal responsibilities, and gender issues. The State Department of Health and the Department of Education worked collaboratively to develop a "Model for Services for Pregnant and Parenting Teens." In addition, Healthy Mothers, Healthy Babies Coalition provided a resource manual for teachers and students to use in accessing services available in Hawaii.

Collaboratively, the Departments of Education, Health, and Human Services, and public and private agencies worked together to provide appropriate services to students. Child care for infants and toddlers of parenting teens is the most essential need of the parenting students. High school teachers of parenting teens assisted students in finding child care. However, it was still difficult to find adequate child care in Hawaii.

A memorandum of agreement was developed between the Department of Education and Hawaii Kids at Work to assist students with their child care needs. An off-campus child care center was established for infants and toddlers of McKinley High School's parenting teens. By providing appropriate child care services, all parenting students maintained a 2.0 GPA or had a ten percent increase in their grades over their previous year's efforts. Ninety percent of all the pregnant and parenting students at this school were graduated or promoted to the next grade.

A partnership with the State Department of Human Services resulted in an on-campus child care program for Farrington High School's parenting teens. Other program services that have been developed include integration of health services and career planning with the pregnant and parenting students in this program.

- Exemplary program in this area:

  Kaimuki High School's integration of GRADS and child care service is the best of such programs attempted. This program enabled students to gain parenting skills as well as experiential learning that may lead to child care career options.

Table 11

Hawaii State Department of Education
Pregnant and Parenting Teen Program
SY 1992-93

District/School	Pregnant Teens	Teen Mothers	Teen Fathers	Total
Statewide	**368**	**526**	**116**	**1,010**
Honolulu District				
Central Intermediate	0	1	0	1
Farrington High School	17	49	3	69
Kaimuki High School	6	23	5	34
Kaiser High School	5	2	0	7
Kalani High School	1	12	3	16
McKinley High School	7	25	8	40
Roosevelt High School	5	14	1	20
Stevenson Intermediate	0	1	0	1
Washington Intermediate	0	1	0	1
District Totals	41	128	20	189
Central District				
Aiea High School	13	12	7	32
Leilehua High School	46	26	16	88
Mililani High School	15	15	1	31
Moanalua High School	3	13	2	18
Radford High School	10	11	1	22
Wahiawa Intermediate	2	1	0	3
Waialua High School	10	11	0	21
District Totals	99	89	27	215
Leeward District				
Campbell High School	14	8	0	22
Ilima Intermediate	0	2	0	2
Pearl City High School	1	14	0	15
Waianae High School	35	23	0	58
Waipahu High School	12	29	0	41
Waipahu High School	2	3	1	6
District Totals	64	79	1	144

(Table 11 - Continued)

District/School	Pregnant Teens	Teen Mothers	Teen Fathers	Total
Windward District				
Castle High School	19	27	6	52
Kahuku High/Intermediate	4	16	4	24
Kailua High School	16	22	13	51
Kalaheo High School	4	8	3	15
Olomana High/Intermediate	3	6	7	16
District Totals	46	79	33	158
Hawaii District				
Hilo High School	4	25	5	34
Ka'u High/Intermediate	6	12	6	24
Kehaau Intermediate	0	1	0	1
Kohala High/Intermediate	1	5	4	10
Konawaena High School	18	19	5	42
Laupahoehoe High/Intermediate	1	2	0	3
Pahoa High/Intermediate	9	10	3	22
Waiakea Intermediate	1	0	0	1
Waiakea High School	8	19	3	29
District Totals	48	93	25	166
Maui District				
Baldwin High School	17	14	4	35
Lahaina Intermediate	1	0	0	1
Lahainaluna High School	0	7	5	12
Lanai high/Intermediate	0	2	0	2
Maui High School	32	1	0	33
Molokai High/Intermediate	5	9	6	20
District Totals	55	33	15	103
Kauai District				
Kauai High/Intermediate	4	12	0	16
Waiamea High School	4	15	0	19
District Totals	8	27	0	35

2.4 Sex Equity

- Total number of students in sex equity programs.

  Not available

- Description of services provided to reduce sex bias and stereotyping in vocational-technical programs.

  The Occupational Development Section (ODS), Department of Education, submitted proposals to the Office of the State Director for Vocational Education (OSDVE) requesting the services of a full-time resource teacher to coordinate the Department's efforts to institutionalize sex equity initiatives in the agriculture, business, home economics, and industrial education program areas.

  A resource teacher was hired for the period from September 1992 to June 1993. On December 21, 1992 the sex equity resource teacher position became vacant due to personnel changes. The following were accomplished:

  - A gender composition list of 1992-93 vocational education figures by school, program area, and course was completed.

  - The draft of the sex equity component to be included with agriculture, business, home economics, and industrial education program and curriculum guides was published in June for distribution in October 1993. The draft included recruitment, remediation, and adaptation of subject content and delivery, issues on the prevention of sexual harassment, and enrollment attrition and retention.

  - Inservice training to begin implementation of the sex equity plan, development of curriculum materials, and examination of teacher/student interaction in GESA identified disparities was held on August 3-4, 1993. Fifteen participants, including agriculture, business, home economics, and industrial education teachers, registrars, and District and State personnel attended.

  - A workshop was held for students attending the Kokee Discovery Project on Kauai. The changing roles of men and women, non-traditional career choices, and sex bias and stereotyping were discussed.

- Marketing vocational education to the non-traditional gender, a workshop for teachers to develop marketing instruments for use with students, parents, school staff, and the larger community was held in June 1993. Twenty-five teachers attended in school teams. Each school developed printed brochures and pamphlets.

- "Language and Bias/Stereotyping" was the theme of the sex equity booth at Voc Fest 1993. Words and phrases often expressing subtle bias/stereotyping were examined with suggestions for possible changes.

- Description of the accomplishment of preparatory services and vocational-technical education programs and supportive services for girls and women aged 14 to 25.

  Not Applicable.

- Exemplary programs in this area.

  Exemplary programs previously and currently active included the efforts of Farrington, McKinley, Waiakea, Konawaena, Kau, and Campbell high Schools. All schools appeared to do an excellent job of marketing vocational-technical programs (focusing on females in traditionally male-dominated classes and males in traditionally female-dominated classes) in collaboration with business, industry, and government agency partnerships.

2.5 Criminal Offenders in Corrections Institutions

- Numbers served through programs in correctional institutions.

  A total of 22 students participated in horticulture (7) and auto mechanics (15) programs for youthful offenders. Twenty-one were males and 1 was female.

- Types of institutions participating.

  The Hawaii Youth Correctional Facility is the participating institution.

2.6 Special Populations

2.6.1 Handicapped

- Number of handicapped served in programs:

  1,305 in Occupational Skills units; 1,130 have been "mainstreamed."

- Achievements in providing equal access for handicapped; in recruitment; coordination between special education and vocational education; assessment; career development; and transition from school to work.

  Students with needs are eligible to register and participate in the most integrated setting possible in all vocational education programs offered in the schools and were assisted in fulfilling the transitional requirements of Section 626 of the Education of the Handicapped Act.

- Description of the impact of supplemental services provided to the disabled.

  Support programs with supplemental services designed to help students with needs in vocational-technical training were available throughout the State. All students referred to these programs were designated as being "special education" students. Each participant had an Individualized Education Program (IEP) which was maintained in confidential files. These files were reviewed and updated regularly.

  Students served through the support program were exposed to a variety of vocational experiences and are provided supplemental services and activities to meet their special needs.

- Exemplary programs:

  No new programs identified.

2.6.2 Limited English Proficient (LEP)

- Number of LEP individuals: 772

- Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

  Department of Education administrators and support personnel continue to be oriented on the intent, expectations, and requirements of

Number of new programs.

The Vocational-Technical Education Program provided various occupation and career oriented experiences for all students. The objective of the secondary school Vocational-Technical Education program was to equip students with the basic academic and occupational skills and knowledge to enable them to meet entrance requirements for post-secondary occupational programs of their choice and/or to qualify for entry-level positions in one or more cluster of occupations. The sub-program areas included: Agriculture, Office and Marketing, Home Economics, and Industrial-Technical Education.

- Number of expanded programs.

  None

- Number of programs dropped.

  None

- Professional Development.

  Professional development opportunities for vocation education personnel were provided throughout the year. These focused on processes, skills, knowledge, and pedagogy. In addition, supplementary part-time teachers were provided with training that included strategies to address the needs of special population learners.

  Tech-Prep projects provided opportunities for teachers to participate in professional development activities that focused on applied academics, curriculum development, integration, and cooperative learning.

- Curriculum Development.

  Curriculum development activities occurred in the sub-program areas of Agriculture, Office and Marketing, Home Economics, and Industrial-Technical Education. The activities included infusing core academic learning strategies into the vocational content courses, developing plans for performance/competency-based instruction, an re-examining the curriculum for sequential skill/concept development.

- Equipment.

  None

- Research.

  None

- Exemplary programs:

  Exemplary programs are in the process of being identified.

2.8 Community Based Organizations (CBO)

- CBO funds were received by Honolulu District Office, Statewide Center for Hearing and Visually Impaired Students, through a response to a call for proposals through the Office of the State Director for Vocational Education for SY 1992-93. The Occupational Development Section continued to cooperate and extend itself to meet and work with the CBO approved to receive funding from the Office of the State Director for Vocational Education as stipulated in Title III, Part A, Section 301 and 302 of the Act.

2.9 Consumer and Homemaking Education

- Number of students served.

  See table, Enrollment in Consumer and Homemaking Education Program, SY 1992-93.

- Achievements in programs and support services in depressed areas.

  Supplementary textbook, reference materials and magazines, computers, computer software, food science equipment, and video tapes were purchased to enhance the student's' education. Classroom instructional activities provided students with the opportunity to practice basic skills, critical thinking, problem solving, and management of resources. Implementation of "hands-on" activities, writing reports using the scientific method, understanding and using measurements, and developing effective communication skills were included in the consumer and homemaking classes. Home economics teachers were able to provide more creative and exciting activities for their students as a result of their inservice training and additional funding.

- Achievements in programs and support services in non-depressed areas.

  Schools in non-depressed areas were able to enrich their classroom activities beyond regular school funding. Additional science equipment for the foods and nutrition classes, instructional materials and video tapes for meal management, clothing selection, and clothing construction classes enhanced classroom instruction were provided. Classroom activities included basic skills, critical thinking, problem solving, and career awareness information were developed. In addition, home economics teachers purchased materials to assist pregnant and parenting teens in developing their self esteem, increase their understanding of effective parenting skills, and to improve their knowledge of nutrition.

- Achievements in State leadership and State administration, including coordination with sex equity counselor.

  The sex equity coordinator collected data regarding the enrollment by gender in the home economics programs. The data demonstrated that the foods and nutrition classes have been gender balanced for several years. In addition, sex equity activities were implemented in the home economics programs through summer inservice training and through conferences and workshops for pregnant and parenting teen school personnel. State leadership funding has been used for food science teacher inservice training.

- Benefits derived under program development, program improvement, curriculum and other ancillary services.

  Consumer and homemaking funds were provided additional inservice training and instructional resource materials to improve all areas of consumer and homemaking programs.

- Exemplary programs identified:

  Kaiser and Kalaheo High Schools:

  In these schools, the food science course provided students with opportunities to investigate through scientific experiments, learn through interdisciplinary and integrative approaches, and utilize technological applications through the use of computers.

Table 12

Enrollment in Consumer and Homemaking Programs

Hawaii State Department of Education

SY 1992-93

Home Economics Cources	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai	Total
Exploring Home Economics	57	56	202	39	19	156	58	587
Comprehensive Home Economics	37	25	65	73	35	54	46	335
Clothing and Textiles	73	54	59	45	15	63	22	331
Family Relationships	28	10	54	115	105	19	0	331
Family Resource Management	35	5	28	7	0	60	0	135
Family Health	22	6	0	31	24	17	0	100
Family Living	53	163	175	126	73	100	42	732
Foods and Nutrition	709	490	442	457	649	300	278	3325
GRADS	97	43	32	12	1	24	0	209
Home Living Skills	45	3	29	2	0	28	15	122
Housing	0	0	0	0	1	18	0	19
Human Development	124	197	67	96	102	135	0	721
Independent Living	88	60	15	8	1	20	0	192
Independent Studies in Home Ec	5	8	10	33	8	4	0	68
Meal Management	73	0	64	15	24	0	0	176
Personality and Dress	122	37	91	74	18	26	24	392
Total Number of Students	1568	1157	1333	1133	1075	1024	485	7775

2.10 Tech Prep

- Number of students (secondary and post-secondary) served by Tech-Prep as a linkage program.

  State Tech-Prep programs have begun to identify students at the secondary level for school year 1993-94.

- Discussion of the impact of services provided by the State indicating if the services were rural, urban, or both.

  Coordination, technical, and support services were provided to both rural and urban areas throughout the State. As a result, interest and activity in Tech-Prep have increased as measured by the number of Tech-Prep proposals that were submitted from year one to year two (17 in the first year to 31 in the second year.)

  Dialogue between academic and vocational educators within the school increased with teachers making time to collaborate and plan together.

- Description of the planning of Tech-Prep programs between secondary and post-secondary institutions by occupational instructional areas, including apprenticeships.

  Maui Project: Maui Community College and Maui, Lahainaluna, Hana, and Molokai High Schools worked throughout the school year to identify occupational instructional areas that would be part of Tech-Prep sequences. Using SCANS as the foundation, competencies in the high schools and Maui Community College were identified for the following areas: Accounting, Food Service, Auto Body, Auto Technology, Office Administration and Technology, and Agriculture.

  Leeward Project: Leeward District schools together with Leeward, Honolulu, and Kapiolani Community Colleges established articulation agreements and plans for continued dialogue. The following areas were addressed: Automotive Technology, Food Service, Travel/Tourism, Business Education, Graphic Arts, and Electronics. Timelines to establish course organization, define sequence of courses, and identify competencies were established.

  Kauai Project: Kauai, Waimea, and Kapaa High Schools and Kauai Community College worked together to establish Tech-Prep programs in the Health occupational area. Planning in other areas such as Electronics,

Automotive, Building and Construction, and Business, to be included in the Tech-Prep program, are under way.

Honolulu Project: Farrington High School and Kapiolani Community College emphasized the Health Occupations component. A sequence of courses was determined and competencies were identified.

- Description of the benefits of Tech-Prep programs and services in meeting the needs of special populations, including non-traditional/sex equity.

  Information is not available at this time as students are being identified for school year 1993-94.

- Description of the impact of Tech-Prep professional activities and services on guidance counselors, teachers and others.

  Twenty-six statewide staff development sessions to introduce Tech-Prep concepts to administrators, teachers, and counselors were conducted throughout the school year were undertaken. In addition, joint training sessions with post-secondary schools that included academic and vocational educators were presented in the applied academic areas.

  Individual projects addressed the needs of their teachers and students by providing professional development activities in the area of cooperative learning, outcome-based education, articulation agreements, applied academics, and curriculum planning. As a result of these services, 1) curriculum was reviewed and renewed; 2) competencies were identified; 3) applied academics materials were reviewed, tested, and evaluated; 4) Tech-Prep students were identified for 1993-94; and, 5) marketing plans were established. In addition, because of the joint participation of academic and vocational educators at high schools and community colleges in these activities, better working relationships and effective partnerships were established.

- Description of the preparatory services provided for participants in Tech-Prep programs.

  Preparatory activities and services for administrators, counselors, teachers, and the business community are being planned for fall 1993.

- Exemplary programs identified for 1992-93 included:

  Maui Project: Maui Community College and Maui, Lahainaluna, Hana, and Molokai High Schools used the 1992-93 school year to plan and design Tech-Prep for the island of Maui. Articulation agreements regarding vocational and academic subjects were reviewed.

2.11 Integrating Applied Academics into Vocational-Technical Education Programs

- Number of students in secondary, post-secondary and adult that were enrolled in vocational-technical education programs with the applied academics in 1992-93.

  During SY 1992-93, there were 21,844 students enrolled in public secondary vocational-technical education programs in the State of Hawaii. These data are inclusive of special populations.

- Description of the type of activities conducted by the State in developing and implementing applied academics into vocational-technical education.

  The State Department of Education is implementing applied academics into vocational-technical education in two ways.

  Occupational instructions formed teams with academic teachers to coordinate and correlate curricula. The academic areas of language arts, math, and science are teamed with an occupational area such as auto mechanics. It is hoped that the students' interest in the occupational area will also peak his/her interest in the correlated academic areas. For example, when studying brakes in the automotive class, the student may be studying friction in science. In this way, he or she may find the scientific study of friction much more relevant.

  Other occupational programs make use of part-time teachers in basic skills (PTTs) instructors to help students with basic skills in the occupational class settings. The PTT basic skills instructors tutor individuals and groups who have been identified as needing extra help and work with vocational teachers to ensure the integration of academic and occupational competencies.

  In addition to the above, programs were initiated at several schools which focused on a central vocational theme while embodying the concept of integration. The Tourism Academy at Waipahu High School integrated the academic core, the community college, and business/industry partnerships.

Farrington High School's Travel Academy provides students with an integrated program including Japanese, Modern History of Hawaii, language arts and social studies. Farrington High School's Health Academy focused on health careers and integrates the basic academic core. The Kailua High School Building and Construction Technology Academy provided students with the opportunity to be mentored by Building and construction specialists. These senior staff members focus on contextual learning. McKinley High School is in the process of planning for a Finance Academy.

- Description of the services that the SEA/LEA are implementing to provide assistance to special population students with applied academics in vocational-technical education.

  The Department offered, on the state and district levels, inservice workshops for teachers, PTT basic skills instructors, and administrators. The topics addressed at these workshops included integrating basic skills into vocational education; using PTT basic skills instructors in the vocational classroom; and using applied academic materials and implementation of the SCANS report. More specifically, workshops focused on integration techniques, content background, effective teaching skills, learning styles, and a discussion of the SCAN report.

- Description of the impact of team teaching, developing curriculum, performance standards and core measures, and other integrating activities on programs, teachers, and students.

  Many administrative districts and schools implemented many programs that integrated academics and vocational education. Students benefitted from improved, coordinated, and relevant instruction.

- Exemplary programs:

  Exemplary programs are in the process of being identified.

Section 3.0

Narrative Summary/Post-secondary:

Federal Priorities

3.1 Performance Standards and Core Measures

- Description of the progress made in developing, articulating, and implementing the Statewide system of performance standards and core measures for secondary, post-secondary and adult levels.

The basic post-secondary core standards were developed, articulated, and measured for the 1992-93 academic year. The community colleges met or exceeded all of the established standards. In summary:

Standard 1:

At least 60% of vocational education students enrolled in remedial/developmental courses in mathematics and English will complete the course with a passing grade as measured by credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (2,227) in remedial and developmental mathematics and English courses for Fall 1992 was 79.76%.

Standard 2:

At least 65% of vocational education students enrolled in general education courses will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (5,993) in general education courses for Fall 1992 was 88.44%.

Standard 3:

At least 75% of vocational education students enrolled in vocational education courses will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (12,625) in vocational education courses for Fall 1992 was 94.74%.

Standard 4:

At least 50% of vocational education students will be retained in their program of study for two or more terms.

The retention rate for all vocational education students enrolled in Fall 1992 was 57%.

Standard 5:

At least 70% of vocational education program graduates will attain employment in a job related to their training, will be enrolled for additional training, or will have entered the military service.

The employment rate for vocational education program graduates in Fall 1992 was 70%.

- Discussion of the coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education (JTPA, JOBS, etc.).

The coordination of funds for JTPA comes under the jurisdiction of the Department of Labor and Industrial Relations. Agencies within each County were responsible for program implementation, with local officials responsible for the design and implementation

There were two levels of operation. The Hawaii Job Training Coordinating Council (HJTCC) planned, coordinated, and monitored the provision of services under JTPA. This was subject to approval by the Governor. Council members are appointed in each state by its Governor.

The County programs were operated by the Department of Labor on Hawaii and Maui, by the City and County of Honolulu, and Kauai Community College on Kauai. Funding was provided on a formula basis, and 8% given to the State Education coordination and Grants. Of the 8% funds given to the State Education Coordination and Grants, 20% was retained by DLIR.

While the working relationship is good with formal agreements and clear goals, the 20% retained by DLIR for coordination is a substantial part of the overall budget.

Coordination with Department of Education with the training for DOE A+ program and the Career Opportunities program was attained with the identification of clear goals and outcomes.

Coordination with JOBS was mixed. Many of the problems proved to be organizational in nature. The performance standards were

theoretically clear and in the contract. However, problems in implementation developed.

3.2 Post-secondary and Adult Occupational Programs, Services, and Activities

- Number of students served.

  Refer to Appendix B.

- Types of post-secondary adult institutions offering programs.

  The University of Hawaii Community Colleges offer two-year Associate in Arts and Associate in Science degrees, as well as Certificates of Achievement and Certificates of Completion in numerous vocational and technical fields. They also offer a wide array of short-term, non-credit instruction offerings.

- Description of program, services, and activities per section 235 of the Law.

  The Community College system consists of the Employment Training Center, in Honolulu, and seven colleges. Honolulu CC, Kapiolani CC, Leeward CC and Windward CC are sited on Oahu. Hawaii CC, Kauai CC, and Maui CC are located on the islands from which they derive their names. The system's area of services extends into rural and isolated locales through the aupices of the Education Centers and branch campuses. Post-secondary outreach has been further expanded through the use of cable television channels.

  Because of the system's accessibility, community orientation, varied education offerings and "open-door" admissions policy, a large audience is served.

- Achievements of programs, services, and activities

  Examples of programs, services, and activities:

  - Provided placement services for students who have successfully completed vocational education programs.

  - Provided career counseling and job placement services to currently enrolled and prospective vocational education students.

- Disseminated institutional data on various vocational programs.

- Provided faculty and staff with opportunities to attend workshops, seminars, and conferences both inter-state and intra-state.
- Purchased computer software, books, and supplies for vocational education programs.

- Provided students with hands-on vocational exploration experience through the Technical Discovery Center.

- Provided training workshops to increase the competency of peer and student workers in assisting students requesting job placement services.

- Purchased equipment to improve and/or expand targeted vocational programs.

- Provided informational activities and publicity for statewide vocational programs.

- Provided academic activities for vocational education students to upgrade their reading, writing, and mathematical skills to levels necessary for successful pursuit of vocational training.

- Provided training for instructors on the use of various computers and software including word-processing software, graphics software, and database software including how this software can be used in curriculum development and program record keeping.

- Exemplary programs identified to date

  Criteria have not been established as of the date of this report. As a consequence, no programs have been determined to be exemplary.

3.3 Single Parents, Displaced Homemakers and Single Pregnant Women

- Total number of single parents and displaced homemakers and single pregnant women served at post-secondary/adult level.

  Refer to Appendix B.

- Description of services provided to single parents, displaced homemakers, and single pregnant women.

  The University of Hawaii Community Colleges' Single Parents and Displaced Homemakers program was designed to help single parents and displaced homemakers gain marketable skills that lead to economic self-sufficiency. The attainment of self-sufficiency was possible by providing preparatory services, vocational education and training, dependent care, transportation services, special services such as career counseling and job placement, supplies, books and materials. The program was organized and scheduled so that it would be accessible to a substantial number of persons. Activities and services provided to meet the expressed needs of participants:

  - Expanded accessibility to vocational and technical services and activities by providing child care and transportation services.

  - Used a variety of communication media to inform those interested in programs and services provided by the single parent and displaced homemaker program.

  - Expanded outreach efforts by working with federal, state and local social agencies, and neighborhood boards, among others.

  - Provided personal, academic, and career counseling to individual students and groups.

  - Planned and designed credit and non-credit courses to meet the needs of single parents and displace homemakers.

  - Trained peer counselors to assist coordinators with supportive group counseling.

- Developed centers for single parents and displaced homemakers for social interaction and sharing of related concerns.

- Developed marketing strategies to articulate community and individual awareness of services provided by the community colleges.

- Provided program staff with the opportunities to maintain and upgrade their professional skills in order to provide responsive services to students being assisted in the program.

- Description of special delivery methods that are unique and/or effective.

  Examples of services that appeared to be most needed by single parents, displaced homemakers, and single pregnant women were as follows:

  - Provided child care and transportation services.

  - Provided personal, academic, and career counseling to individual students and groups.

- Exemplary programs in this area

  Criteria have not been established as of the date of this report. As a consequence, no programs have been determined to be exemplary.

3.4 Sex Equity

- Total number of student in sex equity programs.

  Refer to Appendix B.

- Achievements and services provided to reduce sex bias and stereotyping in vocational-technical programs.

  - Planned, established, and conducted programs including basic skills instruction to provide this population with marketable skills.

  - Planned, established, and conducted programs to inform individual who could participate in sex equity vocational programs about the programs and related services available.

- Promoted opportunities for male and female students to explore non-traditional careers in an effort to eliminate sex bias. Courses were offered to provide students with the opportunity to have hands-on experiences in a variety of non-traditional programs. Promotional flyers were mailed out to entering students advertising a variety of programs. These included non-traditional majors, the State of Hawaii Department of Vocational Rehabilitation offerings, and the Department of Education transition centers services. A booth promoting non-traditional training programs was set up at the Employment Training Center's "Women in the Trades Fair" to promote that programmatic effort.

- Encouraged female students, in particular, to explore non-traditional careers to develop a realistic assessment of the physical demands and strength requirements in these careers. The State Apprenticeship Office, Navy Public works Center, and individuals in private industry were consulted prior to the development of the program.

- Increased faculty/staff awareness by conducting workshops on issues related to sex bias in an academic setting.

- Offered students a wide range of vocational education options in exploring non-traditional programs and non-traditional careers. Through occupational exploration and support activities, non-traditional careers were provided to students who might not have considered them before.

- Increased faculty/staff awareness of non-traditional careers through workshops on issues of sex bias in an academic setting, including student access. In termination on techniques by which student retention can be increasedwas provided.

- Description of the accomplishment of preparatory services and vocational-technical education programs and supportive services for girls and women aged 14 to 25.

  Females 18 years and over were exposed to non-traditional careers through hands-on experiences in career centers. Deans of Student Services from two campuses offered a one-credit course for non-traditional

exploration for both sexes. Information on program requirements, strengths and agility required by various trades were also provided to students. Transition and single parents programs provided females with the opportunity to consider career options other than those originally considered.

- Exemplary program(s) to this report, with criteria used in selection.

  Criteria have not been establish as of the date of this report. As a consequence, no programs have been determined to be exemplary.

3.5 Criminal Offenders in Correctional Facilities

- Number of persons served

  Undertemined

- Description of services provided

  Supplies were again purchased to enhance the construction trades program at Kulani Correctional Facility. The training staff at the Department of Public Safety were provided professional development to facilitate the implementation of new and improved programs and services.

3.6 Special Populations

3.6.1 Handicapped

- Number of handicapped served in programs

  Refer to Appendix B.

- Achievements in providing equal access for handicapped; in recruitment; coordination between special education and vocational-technical education; assessment; career development; and transition from school to work.

  Most handicapped students needs are initially identified by the Department of Rehabilitation with follow-up by campus special needs coordinators. However, there are some "self-declared" handicapped students. Others remain silent. Handicappedstudents are mainstreamed on all campuses. As a consequence, it was difficult to identify and assist all handicapped students. However, one-to-one

counseling and other services and activities were provided at the request of the student or by instructor referrals.

Programs provided supplemental or additional staff, equipment, materials and services that are not provided to other individuals in vocational education and that are essential for handicapped individuals to participate and be successful in vocational education. For example these programs:

- Assisted students with disabilities in obtaining necessary texts in appropriate print media.

- Hired sign interpreters for hearing impaired students for classroom translation of lectured materials.

- Provided assistance with the registration process including completion of application, registration, and financial aid information.

- Provided career, personal, and academic counseling.

- Provided auxiliary equipment such as portable laptop computers, portable tables, cassette recorders, taped texts, magnifiers, and wheelchairs.

- Provided tutoring, notetaking, mobility and laboratory aids.

- Provided Telecommunications Device for the Deaf (TDD).

- Provided students with mobility problems on-campus parking and/or handicapped parking.

- Provided campus accessibility map showing locations of ramps, restrooms, elevators, and handicapped parking stalls.

- Description of the impact of supplemental services provided to the disabled.

Data not available since disabled students are mainstreamed with the other students.

- Exemplary programs in this area

  Criteria have not been established as of the printing of this report. As a consequence, no programs have been determined to be exemplary.

3.6.2 Limited English proficient (LEP)

- Number of LEP individuals

  Refer to Appendix B.

- Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.
  - Provided supplemental or additional staff, equipment, materials and services that are not provided to other individuals in vocational education.

  - Provided basic English skills instruction for vocational education students who are academically disadvantaged because of their limited English proficiency.

  - Tutors were provided to work with limited English proficiency students through Learning Assistance Centers. They assisted with peer counseling, university forms, referrals to on and off campus resources, outreach, and maintenance of files.

  - Instructors and student tutors provided individual and small group tutoring/instruction to vocational education students in intensive ELI classes.

  - Tests were administered to non-native speakers of English for placement in appropriate English courses. Students enrolled ELI classes were provided with listening exercises and feed back on a regular basis.

- Supplementary learning materials were developed and existing materials were modified for intermediate and advanced intensive ELI classes.

- ELI instructors modified/developed supplementary materials for intermediate and advanced intensive ELI classes.

- Exemplary programs in this area

  Criteria have not been established as of the printing of this report. As a consequence, no programs have been determined to be exemplary.

3.6.3 Disadvantaged

- Number of disadvantaged individuals.

  Refer to Appendix B.

- Description of the impact of supplemental services provided to the disadvantaged.

  Campus procedures have not been established to measure the impact of supplemental services. However, the following activities and services were provided to disadvantaged individuals:

  - Provided supplemental or additional staff, equipment, materials and services that were not provided to other individuals in vocational education and that are essential for disadvantaged individuals to participate in vocational education.

  - Improved vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals.

  - Provided services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals.

- Provided basic skills instruction for vocational education students who were academically disadvantaged when such instruction was related to their instructional program.

- Through the Learning center offered AIMS (Alternate Instructional Management System) courses in basic math, reading, and writing.

- Learning Center instructors developed, modified and field-tested learning materials which were included in the customized textbook "Basic Mathematical Skills" published by McGraw-Hill. The text has been favorably received by the instructors as well as the students.

- The writing instructor re-worked the sequencing of requirements in AIMS Basic Writing to provide more focus on editing skills.

- Students need for special support services was based on instructor/counselor referral self-reporting. Students received individual tutoring and note-taking services. Placement test and course related tests were administered on an individual basis to all students who requested such service. Furniture in Learning Centers was modified to accommodate the needs of physically challenged students.

- Special human development courses were offered to disadvantaged vocational students.

- Disadvantaged students were provided equal access and all of the rights and privileges afforded to non-disadvantaged students.

- Tutors were available and scheduled to work with disadvantaged special needs students through the Learning Centers.

- Provided personal, academic and career counseling to disadvantaged students.

- Developed a computer program to assist in the early identification of students who were previously on either academic probation or suspension after a break in enrollment.

- Achievements in serving the disadvantaged students with respect to their successful completion of vocational process.

  Campus procedures have not been established as yet because academic and economically disadvantaged students are mainstreamed with other students.

- Exemplary programs in this area.

  Criteria have not been established as of the printing of this report. As a consequence, no programs have been determined to be exemplary.

3.7 Career Guidance and Counseling

The UH Community Colleges offered a wide range of services and activities throughout the academic year and summer months. Students were encouraged to seek individual or group counseling, testing, career counseling, vocational testing, and off-campus placement, and other related activities. some Colleges offer vocational exploration experiences. These coordinated activities were designed to assist students in the various phases of academic development, career awareness, career exploration and career preparation.

The Colleges also provided career libraries which include audio-visual career resource materials for student and faculty use.

Counselors were available to assist prospective as well as enrolled students with educational, personal, and vocational problems and concerns. Counseling services were available in the areas of self-evaluation, selection of vocation, and program planning. Vocational tests and interest inventories were also made available to the students, upon request to assist them in narrowing possible career choices. Some Colleges offered computer-assisted advising programs to help students with selection of program courses and requirements for graduation.

Virtually all vocational programs have been influenced by the career guidance and counseling activities provided through the Perkins' funding.

Actual numbers of programs and students served is not currently available, but can be obtained.

Section 4.0

Corrections Activities

4.1 Use of Carl D. Perkins 1% Set Aside Funds for Corrections

- Description of activities undertaken by the Department of Public Safety
  - Supported the establishment, upgrade, and maintenance of computer science training programs at Oahu Community Correctional Facility, and Kulani Correctional Facility.
  - Provided Staff Development opportunities for PSD educational staff.
  - Established vocational assessment and guidance programs at all facilities.
  - Supported a Diesel Mechanic Training Program at Kulani Correctional Facility.
  - Supported an Electrician Training Program at Oahu Community Correctional Facility.

Section 5.0

Additional State Activities

5.1 Ancillary Services

The principal function of the Western Curriculum Coordination Center (WCCC), although it has many, is to provide a clearing-house for vocational/occupational curriculum materials and other relevant documents and media to vocational/occupational educators in Hawaii, the Western States, and the Pacific Basin. It also sponsors relevant conferences and seminars. The location of this clearing-house in Hawaii provides local educators with some real advantages. WCCC serves not only teachers and administrators but trainers in business, industry, and government as well.

The Hawaii Career Information Delivery System, more frequently referred to as Career Kokua, delivered career information to about 200 sites across Hawaii, Guam and American Samoa through printing computer terminals, microcomputers and manual cardsort systems. Over 90 percent of the occupations in the Hawaii labor force were described with detailed, up-to-date and complete occupational, educational, financial aid, and community resource information. Administered by the Department of Labor and Industrial Relations, Career Kokua is available in selected elementary and intermediate schools, every public high school, and secondary institutions. The total evaluation process includes surveys of employers' satisfaction with vocational graduates and an occasional assessment of student satisfaction with occupational training programs.

5.2 Planning Activities

The State Board for Vocational Education, through its administrative arm, continued to provide the operating agencies with planning guidelines and resource materials for use in the preparation of LEA proposals. State needs assessment planning activities were conducted with the eligible recipients. The 1993 All Hawaii Career and Vocational Education Convention was jointly planned by OSDVE, DOE, UHCC, and DLIR during 1992-93.

5.3 Coordination with Other Vocational/Occupational Training Agencies

The State Board for Vocational Education organized, implemented, and used a mechanism to coordinate and plan activities with agencies having complementary vocational training activities as prescribed by PL 101-392. The organization is called the Inter-Agency Vocational Education Coordinating Committee. It is composed of representatives from the following agencies:

- D.O.E. Adult and Early Childhood Section
- Division of Apprenticeship, D.L.I.R.
- Division of Vocational Rehabilitation
- Employment Training Office (ESEA, Title I, Chapter 1, Project)
- Job Corps
- Native Hawaiian Vocational Education Program
- Office of Employment and Training Administration (JTPA Administration)
- State Board for Vocational Education
- State Council on Vocational Education

The committee met as needed during the 1992-93 academic year.

5.4 Evaluation

Title I, Part B, Section 111 (a)(1) stipulates that the responsibilities of the State Board shall include: "(A) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this Act pursuant to section 113 (b)(8), section 116, and section 117." Section 113 (b)(8) stipulates that each State plan shall "provide assurances that the State will performance for vocational education programs at the State level that meets the requirements of section 115." Section 116 pertains to the State assessment as a means for measuring program quality and is based on an assessment of eleven required criteria. Section 117, Program Evaluation and Improvement, (a) Annual Evaluation, stipulates, in part, that "each recipient of financial assistance under part C of title II under this Act based on the standards and measures (or modifications thereto) developed as required by section 115."

The State Board for Vocational Education met the evaluation requirements set forth in section 111 (a)(1). Specifically, in 1992-93, a statewide system of core standards and measures of performance was implemented within the secondary and post-secondary systems. The two eligible recipients for Title II, part C, funds conducted an annual evaluation of the effectiveness of their respective programs based on their respective core standards and measures of performance. Both recipients reported that they met or exceeded their respective core standards. In the respective secondary and post-secondary sections of this Annual Performance Report, the progress both eligible recipients are making toward achieving needs identified in the Multi-Year VOCATIONAL EDUCATION PLAN for Hawaii: FY 1992 - FY 1994 is described.

5.5 Research Dissemination

The Office of the State Director provided the professional community with a monthly bulletin entitled, "Vocational Education Digest." This bulletin summarized events taking place at the state and national levels. It addressed specific activities being undertaken by schools, colleges, and/or programs on a timely basis. It also contained inserts on sex equity activities and material on the subject of career education.

Several other materials dealing with national issues and statistical facts of general interest to the vocational/technical educational community were also distributed.

5.6 Civil Rights Monitoring

During program year 1992-93, nine schools and two community colleges were reviewed through "desk audits" as part of the Office of Civil Rights (OCR) compliance effort. These audits, based solely on the results of a numerical analysis of enrollment patterns, compared the demographic characteristics of the vocational programs reviewed against the profile of the total school population or, in the case of the community colleges, the general service area. On-site audits were conducted on schools and colleges identified as having possible non-compliance areas. Technical assistance and in-servicing workshops were provided to the schools and colleges.

5.7 Single Parents, Displaced Homemakers and Single Pregnant Women

Hawaii designated seven and a half percent (7.5%) of the state's Federal Vocational Education Grant for services and programs benefiting this population. On a competitive basis funds were awarded to the University of Hawaii Community Colleges to serve single parents and displaced homemakers and to the State of Hawaii Department of Education (sole state school district) to serve pregnant and parenting teens.

The University of Hawaii Community Colleges' Single Parents and Displaced Homemakers program is designed to help single parents and displaced homemakers gain marketable skills that lead to economic self-sufficiency. The attainment of self-sufficiency is possible by providing preparatory services, vocational education and training, dependent care, transportation services, special services such as career counseling and job placement, supplies, books, and materials. The program is organized and scheduled so that it is accessible to the individuals enrolled in the

program. Activities and services provided to meet the expressed needs of participants included:

- Expanded accessibility to vocational and technical services and activities by providing child care and transportation supports.
- Outreach and recruitment through a variety of communication media to inform the target population about programs and services provided by the single parent and displace homemaker program.
- Collaborative efforts working with federal, state and local social service, and employment and training agencies, among others.
- Personal, academic, and career counseling provided to individual students and groups.
- Development and delivery of credit and non-credit courses to meet the pre-vocational needs of single parents and displaced homemakers.
- Training for program staff to maintain and upgrade their professional skills in order to provide responsive services to students being assisted in the program.

The State of Hawaii Department of Education added six (6) secondary school sites to the existing five (5) offering supplementary services, mainly child care, for teen parents. Major activities targeting the pregnant and parenting teen population included:

- Identification and monitoring of 365 pregnant teens.
- Identification and monitoring of 114 teen fathers.
- Integration of special programs on campus with the pregnant and parenting teen program.
- Use of part time teachers to assist with teen parent program needs.
- Networking with community resources such as Department of Human Services and Department of Labor to meet educational goals.
- Survey to identify community child care options, private child care centers and explore on campus child care possibilities.
- Use of JTPA funds to offer work study options for teen parents.
- On-site technical assistance meetings at each service site statewide.
- Training conference for teen parent teachers attended by school health personnel and community based service providers.

5.8 Sex Equity

Three percent (3%) of the state's Federal Vocational Education Grant was designated for use to promote participation in vocational training for women and men that was non-traditional for their gender. The activities conducted include:

- A "Leadership and Planning for Sex Equity Programs" project jointly sponsored by the Office of the Chancellor for Community Colleges and the Hawaii State Department of Education. Various activities led up to a statewide strategic planning conference which resulted in a mission statement and plan of action.
- A statewide secondary school project which included curriculum development, training workshops, materials acquisition, and statistical analysis.
- Project OWL, an agricultural science program that partnered a local high school, JTPA service delivery area, and Native Hawaiian vocational education funds to offer experiences aimed at encouraging students to consider careers in non traditional areas.
- Tuition assistance for single parents and displaced homemakers taking non-traditional training during summer semesters.
- A series of school site training in the detection and prevention of sexual harassment for students across the state.
- The development and distribution of two videos on sexual harassment, one focused on faculty and staff awareness and information, and the other targeting student awareness.
- Customized site-based technical assistance and training on issues of access, recruitment, and retention of non-traditional students.
- Print resource development and distribution including monthly newsletter, and women's history calendar.

Chart 2

Vocational Sex Equity Grant Awards
Academic Year 92-93
Summer '93
Academic Year 93-94

Project	Director	Amount
SECONDARY:		
Occupational Development Section 92-93	Linda Unten, ODS	$50,000
Marketing Sex Equity	Carolyn Flood, ODS	$ 4,200
Sexual Harassment	Linda Wheeler, MAC Branch	$12,360
POST SECONDARY		
Summer College for Teens	Peggy Cha, ETC	$16,000
Increasing Non-traditional Employment Opportunities for Women	Jon Blumhardt, HCC	$21,071
Promoting SP/DH Programs in Community Colleges	Mike Rota, OCCC	$10,000
Leadership and Planning for Sex Equity Programs	Jane Yamashiro, OCCC	$16,701
Strength Training Proposal	Sharoh Moore, HCC	$19,350
Study Guide and Field Testing of "Increasing Non-Traditional Employment Opportunities for Women"	Sherrie Ruppert, HCC	$10,776
Project Malamalama o Ko'olau	Karla Jones, WCC	$ 9,860
MCC Gender Equity Proposal	Michelle Katsutani, MCC	$10,000
COMMUNITY BASED ORGANIZATIONS		
Teaming for Tomorrow	Joyce Richards Hurst, Girl Scouts	$ 5,000

5.9 Technical Committees

The following committees have been convened, conducted their business, published their skills inventories and disseminated the results of their efforts. The groups that have concluded their work are as follows:

- Electronics
- Automotive Technology
- Child Care
- Gerontology
- Computer Programming
- Graphic Arts
- Accounting
- Diversified Agriculture
- Food Service
- Drafting
- Office Administration and Technology (Secretarial Occupations)
- Nurse's Aide
- Computer Repairer

The State-wide Technical Committee on Computer Repairer recently completed it's work. The report has been distributed to libraries, schools, colleges, and other interested parties and agencies. This occupational area was unique in that no existing program for training technicians in the field of computer repair presently exists at either the secondary or post-secondary levels. Because of the relatively small number of businesses in this area in Hawaii, virtually all firms participated in the technical committee. There was no larger group of resource persons against which to validate

their inventory although a review of similar studies done elsewhere does not indicate a significant degree of divergence in opinion.

At present the State-wide Technical Committee in Hotel/Front-of-the-House Operations is working hard to complete its work. Consensus exists in most skills areas. However, several participants have suggested that such components as "Conversational Japanese," "Hawaiiana," and "Hospitality Sensitivity" be included. The OSDVE staff is doing research in the areas.

In 1992-93, as in all previous years of the Carl Perkins Act at least two Technical Committees have been active. The efforts of some committees have taken longer than others.

Reprints of the reports of all committees that has completed their work to date can be obtained from OSDVE.

Appendix A

Secondary Statistical

Summary

SECONDARY ENROLLMENT

Period report covers: _____

OMB NO. 1830-0503
EXP. 10-31-93

State: Name Ph: Page 2

VOC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENR	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH-PREP	CO-OP	APPR	PR-STDY	CONT ED	EMPLOYED		MIL	OTHER	
									P'TIME	OTHER			
AGRICULTURE													
MARKETING													
TECHNICAL													
COMM/ H'MEING ED													
OCC HOME EC													
TRADE & INDUSTRY													
HEALTH													
BUSINESS													
TECHNOLOGY ED/I.A.													
GRAND TOTAL													

* Note: The Department of Education, which is the sole LEA, reports that it is unable to access data in a manner consistent with the requirements of this form. All available data are included in the narrative as appropriate.

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OMB NO. 1830-0503
EXP. 10-31-93

SECONDARY ENROLLMENT

Period report covers: _____

State

Name

Ph:

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT IND	TOTAL		REG. ED-IT-ED	DIS-ADV	LEP	DIS-ABLED	GIFTED	NP/PH /STD	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE												
MARKETING												
TECHNICAL												
CONS/ MINING ED												
OCC HOME EC												
TRADE & INDUSTRY												
HEALTH												
BUSINESS												
TECHNOLOGY ED/IND ARTS												
GRAND TOTAL												

80

85

86

* Note: The Department of Education, which is the sole LEA, reports that it is unable to access data in a manner consistent with the requirements of this form. All available data are included in the narrative as appropriate.

Appendix B

Post-secondary Statistical Summary

TABLE 1

POSTSECONDARY ENROLLMENT Period report covers: Fall 1992 OMB NO.1830-0503 EXP.10-31-93

State: Hawaii Name: John K. Muth Ph: (808)956-3867 Page 1

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESIS)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	53	38	15	53	10	0	0		5	15		
BUSINESS	2273	503	1770	2273	509	105	48		200	361		
HEALTH	962	227	735	962	208	15	11		109	120		
MARKETING	158	67	91	158	37	2	3		6	0		
TECHNICAL	3001	1722	1279	3001	1118	117	126		142	447		
TECHNOLOGY ED /IND.	38	36	2	38	4	0	1		3	2		
TRADE & INDUSTRY	1232	1169	63	1232	581	85	32		29	63		
GRAND TOTAL	7717	3762	3955	7717	2467	324	221		494	1059		

TABLE 2

POSTSECONDARY ENROLLMENT Period report covers: Fall 1992 OMB NO.1830-0503 EXP.10-31-93

State: Hawaii Name: John K. Muth Ph: (808)956-3867 Page 2

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESIS)									
				LINKAGE				PLACEMENT					
	TOT ENR	TOTAL		TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED		MIL	OTHER	CURRENT TEACHERS
		MALE	FEMALE						R'LTD	OTHER			
AGRICULTURE	53	38	15										
BUSINESS	2273	503	1770										
HEALTH	962	227	735										
MARKETING	168	87	81										
TECHNICAL	3001	1722	1279										
TECHNOLOGY ED /IND.	38	36	2										
TRADE & INDUSTRY	1232	1169	63										
GRAND TOTAL	7717	3762	3955										

Headcount data for the right side of this table is currently unavailable.

* Note: The Chancellor's Office of the University of Hawaii Community Colleges, which governs the publically supported community colleges in Hawaii, reports its data retrieved mechanism can not provide the information required for the completion of this form at present.

OMB No. 1830-0503
Exp. 10-31-93

Definitions

The definitions of the following terms used in this document were taken from the language in the Carl D. Perkins Vocational and Applied Technology Education Act or U.S. Department of Education Regulations.

1. Regular Student: A "regular" student is one who does not meet the definitions of the special populations found in Section 521 of the Act and Section 400.4 of the vocational Education Regulations.

2. Disadvantaged: The term "disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantaged and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. Law: Section 502 (13) Regulations: Section 400.4.

3. LEP: The term "limited English proficiency" has the meaning given such term in section 703 (a) (1) of the Elementary and Secondary Education Act of 1965. Law: Section 502 (21) Regulations: Section 400.4.

4. Disabled: "Individual with disabilities" means - (1) Any individual who - (i) Has a physical or mental impairment that substantially limits one or more of the major life activities of that individual: (ii) Has a record of impairment described in paragraph (i) of this definition; or (iii) Is regarded as having an impairment described in paragraph (i) of this definition. (2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or (3) Any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973. (Authority: 42 U.S.C. 12102 (2)). Law: Section 502 (19) Regulations: Section 400.4.

5. Criminal Offender: "Criminal offender: means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. Law: Section (562) (a).

6. Correctional institution: "Correctional institution" means any (1) Prison; (2) Jail; (3) Reformatory; (4) Work farm; (5) Detention Center; or (6) Halfway House, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. Law: Section 502 (10).

7. Single Parent: "Single parent" means an individual who -- (1) Is unmarried or legally separated from a spouse; and (2) (i) Has a minor child or children for which the parent has either custody or joint custody; or (ii) Is pregnant. Law: Section 502 (30) Regulation: Section 400.4.

8. Displaced Homemakers: The term "displaced homemaker" means an individual who- "(A) is an adult; and "(B) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; "(ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; "(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or "(iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or "(C) is described in subparagraph (A) or (B) and is a criminal offender." Law: Section 502 (14).

9. Nontraditional: A "nontraditional" vocational education program or course for males is one where female enrollments are 75.1 to 100 percent of all students enrolled; a "nontraditional" vocational education program or course for females is one where male enrollments are 75.1 to 100 percent of all students enrolled.

10. Adult: An "adult" is a person who has already entered the labor market or who has completed or left high school.

11. Program Completer: "Program completer" means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills, (for the period the report covers). Public Law 1977 Regulations: Section 104.404 (c) (1).

12. Work Study: Since neither the Perkins Act nor the implementing regulations contain a definition of work-study, a State may develop its own standards (as long as they are consistent with the purposes of the Perkins Act), or use the standards that applied to work-study programs under Section 400.523 (a) through (e) of the regulations which implemented the Vocational Education Act, P.L. 94-482. (The Vocational Education Act of 1976) Public Law 94-482. 1977 Regulations: Section 400.523.

13. Urban: The Census Bureau defines "urban" for the 1990 census as comprising all territory, population, and housing units in urbanized areas and in places of 2,500 or more persons. Department of commerce, Bureau of Census.

14. Rural: The term "rural" means Territory, population, and housing units not classified as urban. Department of commerce, Bureau of Census.